

Your School/District Team Evaluation Summary Report and Written Prior Notice of Eligibility Determination: **Specific Learning Disabilities** 

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Student	EXAMPLE 4		Date of meeting	<mark>6/1</mark> 0	<mark>0/08</mark>	
School	USOE	Grade	8	DOB	5/23/1994	

Grade\_

School

**Definition:** A disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including such conditions as perceptual disabilities, brein injury, minimal brein displaying, and dovelopmental appears that officets a children's educational performance.

DOB\_

5/23/1994

isabilities, brain injury, minimal brain dysti	inclion, dysiexia, and de	velopinentai apri	asia iliai allecis a siude	ili s educational perion	mance.	
All requirements of Rule II.J.10 must	t be documented belov	w or attached.				
OMPLETE THIS SECTION FOR AL	L EVALUATED STU	DENTS				
the student does not achieve adequary blowing areas, when provided with leevel standards:  X Yes (check a	tely for the student's a arning experiences ar		State approved grade			
	Comprehension Comprehension	□ Written E □ Mathema	xpression tics Calculation	X Basic Reading  □ Mathematics F		
. Document that the student does no (i.e., CRT results,		for the student	Subject/Assessmen		Results/Data	
					-	
<ul> <li>Are the student's learning problem</li> <li>A visual, hearing, or motor dientification</li> <li>An intellectual disability?</li> <li>An emotional disturbance?</li> <li>Cultural Factors?</li> <li>An environmental or econom</li> <li>Limited English proficiency?</li> </ul>	sability?	of:		□ Yes □ Yes □ Yes □ Yes □ Yes □ Yes	X No X No X No X No X No X No X No	
<ul> <li>Is a lack of instruction in reading o</li> <li>Were data considered that de was provided appropriate ins personnel?</li> <li>Were data-based documenta reflecting formal assessment</li> </ul>	emonstrate that prior to struction in regular edu tion of repeated asses	o, or as part of scation settings ssments of ach	the referral process, , delivered by qualified ievement, at reasona	ed <mark>X</mark> Yes	□ No	
<ul> <li>An observation of student in his/he documenting the student's acaden</li> <li>Summary of the relevant beh of that behavior to the student</li> </ul>	nic performance and b avior noted during the	ehavior in the observation of	area(s) of difficulty <mark>is</mark> the student and the	attached. X Yes relationship	□ No	
compted to read aloud, student puts I				j	, ,	
Are there educationally relevant m	edical findings? If yes	s, attach suppo	rting data.	□ Yes	<mark>X</mark> No	
. Input from parents <u>Student does n</u>	ot read at home for fu	<u>n.</u>				
Method used to determine existence of Specific Learning Disability:  □ Response to Intervention (RTI)  X Discrepancy □ Combination						
OMPLETE THIS SECTION FOR RT	I AND COMBINATION	N METHODS (	and as annronriate Di	screnancy)	_	
	ructional strategies ι					
	ate(s)/Length of Time		esults/Data	ta concotca.		
<del></del>						
he student does not make sufficient p		or state approv	ed grade level standa	ards □ Ye	s □ No	

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Your City Specific Learning Disabilities SpEd 5k 04.08

COMPLETE THIS SECTION FOR RTI AND COMBINATION METHODS.  Documentation that parents were notified about (attach completed form):  State's policies regarding the amount and nature of student performance data that would be collected and the general education services that would be provided (team referred to the USOE Specific Learning Disability Eligibility Guidelines,);  Strategies for increasing the student's rate of learning; and The Parent's right to request an evaluation.									
COMPLETE THIS SECTION FOR D	ISCREPAN	CY AND COMBINATION	ON METHODS (and as appropriate, I	RTI).					
Assessment Information for Classification: Indicate evaluation (formal and informal), date, and results for each area assessment.									
Ability Data  X Woodcock Johnson Cognitive X Wechsler Intelligence Scales  Other:	Date 5/24/08 9/2/04	Results/Data GIA = 105 Full Scale IQ = 10							
Achievement Data  X Woodcock Johnson Achievement  Classroom Data  Other:	Date 9/3/2004, 5	Results/Data 5/24/08 Basic rea	ading skills SS = 78, Basic reading s	kills SS=78					
X LD Estimator Discrepancy Report; or other report that shows a significant discrepancy, based on a commercial software program that employs a clearly specified regression formula that considers the relationship between the intelligence and achievement tests as well as the tests' reliability is attached.  The student obtains scores that demonstrate that a severe discrepancy exists between the students achievement and intellectual ability in one or more of the areas of Specific Learning Disability.  X Yes □ No									
copy from the special education tea contact the principal or the special Based on the evaluation data, the of X This student has a Special education adversely affects education	ds you have acher at any education to eligibility tea cific Learnin anal perform ave a Speci	e received upon the stu y time. If you have any eacher at the student's am proposes the following g Disability, as defined nance and requires spe iffic Learning Disability,		ducation Act (IDEA), that					
<u>Signed</u>			Signed						
Special Education Teacher Signature Signed	Da	te	Parent/Adult Student Signature (signature acknowledges receipt of cop	Date Date					
Regular Education Teacher Signature (Re	equired) Da	te	LEA Signature*	Date					
Signature/Title	Da	ite	Signature/Title	Date					

\*Signature of LEA representative certifies that team is collectively qualified to conduct individual diagnostic assessments, interpret assessment and intervention data, develop educational and transitional recommendations based on the assessment data, and deliver and monitor specially designed instruction and services for child with specific learning disabilities.

Signatures above certify team member's agreement with this conclusion. Dissenting team members must present a separate statement presenting the member's conclusions.

\*Note: If parent/adult student signature is missing, then parent/adult student: 

Did not attend (document efforts to involve parent/adult student)

Participated via telephone, video conference or other means AND Copy of this document was mailed to parent/adult student on (date)